



A Study of Attitudes of Primary School Teachers Towards Teaching Profession

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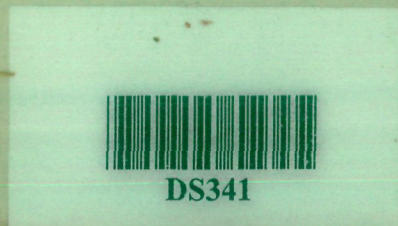
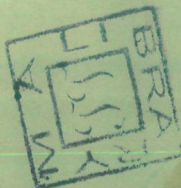
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CHAPTER I
INTRODUCTION

(1) NEED OF THE STUDY

There appears to be general agreement on the fact that educational attainment of children depends to a large extent on the attitude of the teachers towards their profession. It is largely true that the professional performance of a teacher is indirectly related to his profession. If he has a wholesome attitude towards his profession he teaches with interest, takes pains and makes efforts and even sacrifices his personal comfort and ambition to be a good teacher. It will be his utmost effort to see that his students not only make progress in academic field but also in other aspects of life. Such a teacher will not only be a popular figure among his students and their parents but will greatly influence the personality of his students. Naturally, a teacher with favourable attitude towards his profession would produce the right type of youths, while the one with an unfavourable attitude towards the profession would produce topsided personalities. If the attitude of a teacher towards his profession is such an important factor, a study of it will be useful and of great practical value to educational authorities and all to all others concerned within education.

To say something about the teacher's attitude towards his profession on the basis of our isolated, casual experience may be of some use, but if the study is made on some scientific basis the finding will not only be useful but more valid and reliable too.

There is a feeling among some people and even among a section of teachers also that people enter this profession with hope, enthusiasm and vigour. But something either in the system of education itself or the social and economic environment of the school demoralize them, reduce their interest and produce psychologically unfavourable attitude towards this profession. The aim of the study is to test the veracity of this general feeling.

Many people say that teaching in schools attracts only those who are unfit for other jobs. In other words it is a refuge for misfit who have no ideal or aim before their life. Many important educationists and various educational Commissions like the Mudaliar Commission, the international team of educationists under the Ford Foundation to study secondary Education also corroborate this observation. To find out how far this statement is true, a survey of the various reasons that led the teachers to choose teaching as a career has also been made alongwith the present project.

This is a democratic age and hence it will be in the fitness of things if we find out what suggestions the teachers have to make for improving their professional performances and for developing in them a wholesome attitude towards the teaching profession.

There is no doubt that a study of this kind would be useful and some practical and scientific value to education

provided a large number of teachers and student teachers were involved in it. But due to obvious reasons in the present case this study had to be confined to a limited area and number of teachers community. Not, only this, limitation of finance, time and other difficulties the solution of which was beyond the power of the researcher also compelled him to limit the study to a single category of teachers.

(2) SIGNIFICANCE OF THE STUDY

The predominance of attitude or set in determining our thought, memory and learning process has been recognised by psychologists.

Edwards Corborate the view that people generally select and remember only those portion or p rts of speech or extract of writing which coincides with their own attitudes. They in most of the cases over look the data which do not agree with their view.

This study has a functional values in education. As we know that teachers attitude determines his adjustment in the job. It may be true that attitude may not be directly related to individual performance or out put as has been found in several studies conducted in industry¹. But the

1. * Jiffen. Hoseph' Industrial psychology. London
George Allen LT.D. 1962. p. 329.

case seems to be a little different in education where the process is more the result of interaction between two personalities. If a teacher feels dissatisfied with his profession and does not take genuine interest in reshaping the lives of the children, the children are not likely to develop their potentialities and capacities to the maximum degree. If a teacher speaks unfavourably about the teaching profession, it develops in children hatred towards teaching profession with the result that the best of them would shun from entering into it which will effect adversely the progress of this profession.

Again the professional mal-adjustment will be projected into the teacher's general life and he will become a misfit and unhappy member of the society.

A good characteristic of a teacher is a powerful and abiding influence in the formation of character. A teacher influences pupil not only through mere instruction but the pupils learn in many ways the attitude of their teacher's to life problems, his points of view and methods etc. He influences his students as well as the children of the whole community. Since the role of the teacher is very important, he should be cooperative with his colleagues and also with the heads. It is very necessary for the head to know the attitude of his colleagues and subordinates.

The deteriorating conditions of different institutions have alarmed educationists particularly. They are anxious to

explore appropriate solutions to all the educational problems. Extensive and intensive researches have been carried out to find out the root causes of educational disturbances. Government too is leaving no stone unturned to improve the educational system. For instance the Government of India appointed a commission, known as the Kothari Commission, to unearth the possible causes of educational problems and to recommend the ways by which normalcy may be restored in different educational institutions and colleges. Among other things Kothari Commission (1964) recommended that teacher's social and financial status should be raised, so that talented youths may find teaching profession a respectable job. As a matter of fact if teachers are not satisfied with their jobs, they would not be able to devote their heart and soul in their work and consequently adverse effect on educational standards may be witnessed. The lack of sincerity and seriousness usually found among teachers about their profession is really a matter of great concern. Usually teachers are not happy with their jobs. They have unfavourable attitudes towards teaching profession.

It is, therefore, necessary to make rigorous attempts and induce genuine love and enthusiasm among teachers towards their noble job. In other words to convert their negative attitudes into positive attitudes towards teaching profession, this may be achieved by studying the attitudes of various categories of teachers in relation to different factors.

It is the firm opinion of the investigator that a study of attitudes and its correlations will be much helpful in delineating the factors that are helpful for control of teacher behaviour. It will also be useful in developing predictive measures to be employed in selection of conditions for teachers training programme. Still other educational advantage of the present study lies in investigating the basic factors that underlie the attitude phenomenon. What are those dimensions which form components of attitude towards teaching? If those factors can be isolated, measures can be devised to bring about change in attitude in a moral scientific and effective way.

(3) OBJECTIVES OF THE STUDY

The present investigation was designed to study the attitude of primary teachers towards teaching profession, and to investigate whether there is any relationship between attitude and other factors such as salary, experience, qualification, sex and training etc. More specifically the study was designed to answer the following questions:

- (1) Is attitude towards teaching profession a multi-factor concept and if so, what are the underlying factors?
- (2) Do the primary school teachers have favourable attitude towards their job. If so what is the

degree of favourableness of the attitude ?

(3) Are attitude related to any of the following ?

- (i) Sex
- (ii) Qualification
- (iii) Training
- (iv) Experience
- (v) Salary

(4) SCOPE OF THE STUDY

This study was confined to Primary School teachers of Sikandra Rao Tehsil of Aligarh District.

(5) TITLE OF THE STUDY

Thus the title of the present study is "A STUDY OF ATTITUDE OF PRIMARY SCHOOL TEACHER'S TOWARDS TEACHING PROFESSION".

(6) HYPOTHESES

In order to give proper direction to investigation, it was thought necessary to formulate certain hypotheses which may be tested in this study. In developing these hypotheses, the investigator was guided by the results of previous researches in these areas, theoretical view points available in related literature and investigators own understanding.

As a consequence, the following hypotheses were established.

The researches proposes to test the following hypotheses :

1. There is no significant difference in the attitudes of male and female primary schools Teachers towards Teaching profession.
2. There is no significant difference in the attitudes of primary school Teachers on account of possessing their educational qualifications.
3. There is no significant difference in the attitudes of primary school Teachers towards teaching profession on the basis of their length of experience as a teacher.
4. There is no significant difference in the attitudes of primary school teachers towards teaching profession on the basis of salaries drawn by them.
5. There is no significant difference in the attitudes of trained and untrained primary school teachers towards their teaching profession.

(7) MEANING OF ATTITUDE

In order to make research properly in this area it is necessary to have clearly in mind the concept of attitude. The term attitude has been extensively used in psychological investigations during the last twenty years. At present time

the word attitude has come to include a wider meaning that was originally the case when it was used to denote the muscular-neural set of an organism.

(1) Dewey¹ has defined it "as a special case of predisposition, the disposition waiting as it were to spring through an open door", emphasising the readiness to act tendency of an attitude".

(2) Thurstone² says that it is a "generalized reaction for or against a psychological object". Here he assumes consciousness of subjects reaction towards an object, person or a concept in so far as it can be approved or disapproved, linked or dislinked, stressing at the same time its generalized effect.

(3) L.L. Bernard³ take it to mean "an originally trial response that is interrupted, preparatory or adjustment response, but it may become permanent set of organism. It ranges from concrete muscular response to that which is abstract inner or neural", in these definitions of Contril

1. Dewey. J. Human Nature and Conduct 1922 p. 41.

2. Thurstone, L.L. and Chave. E.J. The measurement of attitude p. 7.

3. L.L. Bernard. Loc. Cit. p. 305.

and Bernard the temporal aspect and the changing nature of attitude are pointed out.

(4) Allport⁴ defines it as "a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon individuals response to all objects and situations with which it is related".

In the light of above definitions it is obvious that an attitude is characterized by the following :

(a) An attitude is a subtle, real and acquired phenomenon of human personality, it is one of the psycho-physical system that enters into the organisation of personality and it is a purely subjective side of human behaviour.

(b) An attitude has a direction. Cattell goes to the extent of saying that it is "a vector definable by strength direction, object situation and stimulus situation".

(c) An attitude originates in an incomplete stage of adjustment of an organism to external conditions that may be quite unstable or permanently set. It is based on the experience of the individual relating to an object of situation.

4. Allport, G.W. : Attitudes, Loc Cit. p. 820.

(d) An attitude includes, needs, interests and sentiments of the individual and derives its dynamic effect from them.

(e) An attitude is an observable set, same time intellectual and emotional attitudes may be latent in the individual. These attitudes act as "rudders" steering the boat" in direction individuals to select objects, situations and ideas from environment.

(8) FUNCTIONS OF ATTITUDE

Why do people have attitudes ? The reasons are because attitude.

1. help them understand the world around them, by organizing and simplifying a very complex input from their environment.
2. protect their self-esteem, by making it possible for them to avoid unpleasant truth about themselves.
3. help them to adjust in a complex world, by making it more likely that they will react so as to maximize their rewards from the environment.
4. allow them to express their fundamental values.

The major theorists Smith (1947), Smith, Bruner and White (1956), Katz and Stotland (1959) and Katz (1960) argued that attitudes may express some aspects of an individual's personality.

Attitude help us to adjust to our environment by providing a certain amount of predictability. We have an established repertory of reactions to a given category of attitude objects.

Our attitudes also help us to adjust to our environment by making it easier to get along with people who have similar attitudes. The people who really count in our social environment, tend to have attitudes that are similar to ours, and often we bring our attitudes in line with the ones held by these important people.

Smith, Bruner and White (1956) also point out that one of the functions of attitude is to provide some externalization of inner problems.

Katz (1960) discussed four functions that attitude perform for the personality.

- (a) Instrumental, adjustive-utilitarian,
- (b) Ego defensive
- (c) Value expressive and
- (d) Knowledge function

The adjustment function is derived from the tendency to maximize the reward in the external environment and maximize the penalties.

(9) SCIENTIFIC ADVANTAGES OF THE STUDY ARE :

1. The study of attitudes has been helpful in throwing light on the emotional and intellectual behaviour, patterns, ideologies, beliefs, likes and dislikes of persons who are intimately concerned with certain external conditions.
2. A knowledge of the process by which attitudes are built up can be helpful in effecting changes in environmental conditions so as to enable individuals to build up the desired attitudes.
3. The third advantage is comparison of groups of individuals belonging to certain categories in the matter of particular issue or value.
4. It enables, particularly, educationists and teachers to help individual pupils to adjust more completely to the conditions of an institution.
5. The study of attitude is also important from the point of view of mental health.

The present study deals with attitudes of teachers of Primary School Teachers. Naturally, it can be helpful in selection of right type of teachers and in inculcating in the selected persons, the desirable kind of dispositions towards their profession.

Again it may serve as a reference work for the research student who are interested in investigating different issues related to teacher attitudes and effectiveness.

Herein, lies the significance of the present study.

CHAPTER II

SURVEY OF RELATED LITERATURE

The researcher proposed to make a detailed study of the literature related to his research problem. This detailed study was made through the educational journals published in India and abroad, compilation in two volumes of Survey of Research in Education (CASE) and research dissertations of past M.Ed. students of the Department of Education, Aligarh Muslim University.

The survey of related literature has been done because it serves the following purposes :

- (1) Show whether the evidence already available solves the problem adequately without further investigation;
- (2) provide ideas, theories, explanations, or hypotheses valuable in formulating the problem;
- (3) suggest methods of research appropriate to the solution of the problem;
- (4) locate comparative data useful in the interpretation of results; and
- (5) contribute to the general scholarship of the investigator.

The investigator has prevented pointless repetition. He has conducted a thorough canvass of the material already available in the given field. The investigator has been able to determine whether his chosen problem or some phase of it has been previously investigated. If this preliminary step would have been neglected, he may be attacking a problem which had been satisfactorily worked out.

DASGUPTA (1965) finds that lack of vision for good setting and proper motivation for the teachers towards teaching profession, financial difficulties of the teachers, insecurity of job in privately managed schools etc. were also some of the causes of frustration among teachers. Pupils' moral degradation, lack of interest in work, poor examination marks and slow progress caused strain. Feeling of strain was most frequent in urban, inexperienced of junior schools teaching larger classes and drawing low salaries.

VERMA (1968) finds that impact of teacher training programme on the attitudes of student teachers towards children and school work had been consistently favourable, there being a significant gain in scores at almost all points of the scale.

In the case of attitudes, it was found that the students teacher from higher socio-economic status (SES) had developed a more favourable attitude than other groups. Social class did not show significant influence on reduction in the number of personal problems except that the student teachers of the lower class showed a better gain than other groups in the area of economic security and self employment. Attitude of the student teachers were not significantly related to their theoretical, economic, aesthetic and religious values but they were significantly and positively related to social values and significantly and negatively related to political values.

SINHA (1969) finds that the survey indicated that a little less than half (48.5 percent) of the teachers had selected the profession of their own choice. Almost half of them came to it without liking. Those who had joined the profession on their own had expected to receive opportunities for further studies and research (70.4%) and had thought the teaching profession to be independent, ideal, honest and peaceful (65.8%), in their over all attitude towards society, the teacher displayed a very deep sense of alienation. Seventy percent of them believed that honesty and hard work in contemporary Indian society do not pay. Seventy five percent felt that it was difficult to find a person who could be taken with full confidence. The survey did not find any significant difference between the conditions, problems and attitude of teachers of residential and non-residential universities. Younger teachers had more modern attitude than the older teachers. Teachers with urban origin had more modern attitudes than those of rural origin.

SAMANTAROY, G.K. (1971) finds that the correlation coefficient between the two variables, viz, teacher attitude and teacher adjustment, was computed. The Pearson's returned out to be .49 and was found to be significant. The Chi-square test showed that there existed some degree of positive relationship between the variables-teacher attitude and teaching efficiency, thereby showing that superior

efficiency goes favourable attitude, and vice versa. It also showed a positive relationship between the variables, viz, teacher adjusted and teaching efficiency thereby showing that superior efficiency goes with good adjustment, and vice versa.

MEHTA (1971) finds (i) The student teacher who opted for carpentary had more favourable attitude towards the community life than those opting for spinning and weaving. (ii) The student teacher opting for spinning and weaving had more favourable attitude towards community life than those opting for agriculture, (iii) The women student teachers had more favourable attitudes towards community life than the male student teachers. (iv) The student teachers with no remedial programme had less favourable attitudes than the student teachers who were given the remedial programme. (v) The fresh student teacher's showed more favourable attitudes towards community life and ^{craft} ~~craft~~ than the experienced student teachers. (vi) The remedial programme affected the attitudes in varying degrees. Some student teachers showed an increase in their scores while some showed a decrease.

SINGH (1974) finds (i) Teachers scored the highest on social and theoretical values and the lowest on economic and political values; (ii) age of the teacher did not make any difference to his values; only religious and political values differed to age; (iii) level of education, training, management

of school, location and size of the school had no significant bearing on values of teachers; (iv) values of teachers also offered according to the subjects they taught; (v) the professional attitudes of teachers were favourable and their attitude towards Child Centred practices and educational process was more favourable than their attitude towards teaching as a profession, classroom teaching, pupils and teachers; (vi) there was no difference in the attitude of teachers due to difference in age; male and female teachers differed in their attitude; (vii) teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities and administration; (viii) there was no difference in the level of satisfaction of teachers due to difference in age. Female and unmarried teachers were more satisfied with all the factors than the male and married teachers; (ix) there was significant positive relationship between scores on theoretical and social values and scores on attitudes; contrary to this there was a negative relationship between scores on economic and political values and scores on attitudes; (x) relationship between scores on values and scores on job satisfaction was more pronounced; teachers scoring high on theoretical values significantly satisfied with their profession, similarly teachers scoring high on social values were also highly satisfied, contrary to this, teachers scoring high on economic and political values were not satisfied with their profession;

the relationship was negative and significant in the case of economic values and political values, and (xi) there was a positive and significant relationship between scores on attitudes and scores on satisfaction.

LAVINGIA (1974) finds : (i) Primary teachers were more satisfied than secondary teachers; (ii) Female teachers were more satisfied than male teachers; (iii) Job efficiency was positively correlated with job satisfaction; (iv) Young teachers in the age group of twenty to twenty four years were more satisfied in both the groups of primary and secondary teachers, and (v) Unmarried teachers were more satisfied.

MALHOTRA (1976) finds: (i) There was negative relationship between the age of the teachers and indirect-direct teacher classroom behaviour. (ii) The male and female teachers did not differ in indirect-direct teacher classroom behaviour. (iii) The teachers with bachelor's degree were more indirect in their classroom behaviour than teachers with master's degree. (iv) Teachers with low teaching experience were more indirect in their classroom behaviour than teachers with high teaching experience. (v) Science teachers were more indirect in their classroom behaviour than arts teachers. (vi) Teachers with positive attitudes were more indirect in their classroom

behaviour than teachers with negative attitudes. (vii) Poorly adjusted teachers were more direct in their classroom behaviour than teachers who were well adjusted. (viii) Teachers with indirect classroom behaviour were more liked by students than the teachers with direct classroom behaviour. (ix) The teacher's with indirect classroom behaviour were rated higher by peers and principals for their behaviour in school.

SUKHWAL (1977) finds : (i) Majority of the teachers favoured the profession, the difference between the favourable and unfavourable attitudes were highly significant. (ii) The higher the age, the greater was the increase in the degree of favourableness in attitudes towards the profession. (iii) Experience played a great role in the development of favourable professional attitudes. (iv) Qualificationwise there was an increase in the favourable attitude towards the profession with the increase in qualification. (v) Trained teachers were found to possess more favourable attitudes towards teaching than the untrained teachers. (vi) Personal, social, educational financial, professional, family and miscellaneous factors operated in selecting the profession. (viii) The problems faced in the actual field of work were found to be related to the areas of personal, family, financial, leave time and educational. The area 'personal' accounted for the maximum number of problems and the area 'educational' accounted for minimum number of problems.

THAKAR (1977) finds : (i) The differences in most of the categories of educational issues and attitudes between H.R. and L.R. were not significant, (ii) There was no statistically significant difference in most of the categories of educational issues and attitudes between S. and N.S.; (iii) There existed a significant negative correlation between age and rapport, and a significant positive correlation between job satisfaction and rapport; and (v) There was no correlation between experience and rapport, and survival and rapport.

TRIPATHI (1978) finds : (i) Under rural-urban dichotomy of Intermediate Colleges, only on autonomous climate, percentage difference was highly significant, (ii) Under government private dichotomy, percentage difference on open climate was significant, (iii) On professional attitudes the mean differences between teachers of rural and urban colleges, government and private colleges, and girls and boys Colleges, were not significant. (iv) There existed a statistically significant relationship between 'thrust' and attitudes towards child - centred practices, and (v) 'Disengagement' showed significant negative relationship with attitudes towards classroom teaching and teachers.

CHAPTER III
METHODS OF STUDY

The present study was undertaken to measure the attitudes of primary Teacher's towards their profession.

Before going through the method adopted the investigator feels it necessary to define the sample on which the whole study has been conducted.

SAMPLE : 100 (hundred) teachers from (25) primary schools of Sikandra Rao, Aligarh district were selected. The schools were of different categories. Few were from rural area while others were from urban area. These schools are governed by different types of management. Some schools are privately managed and some by government agencies. Out of these 100 teachers from 25 schools, 68 teacher's were male where as 32 were female. There were 79 trained and 21 untrained. The qualificationwise distribution of those teachers is 36 (matric), 30 (Inter), 24 (graduate), 10 post graduate. (See Table No.1)

TOOL USED

For this study the investigator used Teacher Attitude Inventory by S.P. Ahluwalia as tool. This inventory was based on the 90 questions relating with different sub-tests like :

- (a) Test of Teaching profession.
- (b) Test of classroom Teaching.
- (c) Test of child centred practices.
- (d) Test of educational processess.
- (e) Test of pupils.

TABLE - I

(SEX, WHINI IN AND CUMULATIVE NON-WISE DISTRIBUTION OF 100 PRIMARY SCHOOL TEACHERS BELONGING TO 25 PRIMARY SCHOOLS)									
SN	NAME OF SCHOOLS	NO. OF TEACHERS		NO. OF TEACHERS		MATERIAL	NUMBER		POST-GRADUATE
		MALE	FEMALE	TRAINED	UNTRAINED		INTER	OF TEACHERS	
1	2	3	4	5	6	7	8	9	10
1	PRIMARY PATISHALA NAVI LAL PUR	1	X	1	X	X	X	X	X
2	SHISHU SHIKHINA MANIR KACHHURA	2	X	2	X	X	X	X	X
3	SANTY MANDI MEMORIAL SCHOOL BARAE SHYAPUR	2	X	1	1	X	X	X	X
4	SANTY MANDI PRIMARY SCHOOL MANIR GARI	3	X	X	3	X	X	X	X
5	KANNYA PRIMARY PATISHALA NUGHAL GARDI	1	1	2	X	X	X	X	X
6	PRIMARY PATISHALA BARBARAMAN	9	X	9	X	X	X	X	X
7	PRIMARY PATISHALA NECHOLA SAHADAT PUR	2	X	2	X	X	X	X	X
8	PRIMARY PATISHALA NAGLA TALAL	2	X	2	X	X	X	X	X
9	PRIMARY KANNYA PATISHALA NUGHAL	2	2	3	X	X	X	X	X
10	SHISHU SHIKHINA MANIR MANI DAKWAZA	X	7	2	5	1	4	1	X
11	PRIMARY PATISHALA BAGIYA BAKASENI	3	X	3	X	X	2	X	X
12	BARAL WONG MANIR HURMUT GRANT	2	X	X	2	X	X	X	X
13	BASIC PRIMARY PATISHALA HURMUT GRANT	4	3	7	X	6	X	X	X
14	BASIC PRIMARY PATISHALA NAURANGABAD (EAST)	3	3	6	X	3	2	X	X
15	PRIMARY PATISHALA NAURANGABAD (WEST)	3	X	3	X	1	2	X	X
16	BASIC PRIMARY SCHOOL GULA	4	X	4	X	2	X	X	X
17	BARAL SHIKHINA KENDRA	1	8	5	4	2	X	X	X
18	SHISHU SHIKHINA MANIR MANESHWARI DURGASHILA	6	X	6	X	1	2	X	X
19	BASIC PRIMARY PATISHALA NAGLA SHEESHGAR	2	3	5	X	1	X	2	X
20	BASIC PRIMARY SCHOOL GAUSGARH	4	X	4	X	2	X	X	X
21	KANNYA PATISHALA DAWADAMA	2	2	4	X	4	X	X	X
22	PRIMARY PATISHALA PURDIL PUR	3	X	3	X	X	X	X	X
23	PRIMARY KANNYA PATISHALA PURDIL PUR	X	3	3	X	2	X	X	X
24	BARAL WONG MANIR PURDIL PUR	4	X	1	3	X	2	X	X
25	BARAL MEMORIAL SCHOOL PURDIL PUR	4	X	1	3	X	1	3	X
TOTAL		68	32	79	21	36	30	24	10

(f) Test of Teachers. (Covering different aspect of teaching profession for the measurement of the attitudes of primary teachers.) *(The inventory used in the Test is given in Appendix).

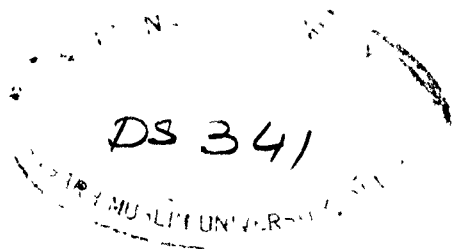
DIFFERENT METHODS OF ATTITUDE MEASUREMENT

The measurement of attitudes is an important problem. Different investigators have developed different methods for this purpose. They are based on,

- (1) Personal interviews.
- (2) Information obtained by questionnaires.
- (3) Biographies and personal reports.
- (4) Case history records.

Systematised techniques are now employed in the form of tests. Following are the main methods used by different investigators in the measurement of attitudes.

- (a) Public opinion poll methods.
- (b) Equal appearing interval method.
- (c) Master scale method.
- (d) Behaviour scale method.
- (e) Analogous measurement.
- (f) Projective technique.
- (g) Social distance technique.
- (h) Cross out method.
- (i) Method of summated rating.



THE PROCESS OF DATA COLLECTION

The investigator distributed the inventory individually to the respondents. Person to person contacts were made and each individual was separately asked to understand the instructions carefully if necessary by asking the investigator in case he felt any thing vague in the written material. A diary was maintained for noting down the names and addresses of the subjects. Subjects were generally contacted during their working hours in the schools and in many cases appointments to meet at home were fixed.

Instructions were read out to each subject and then he was asked to put questions if he so desired. Following instructions were given to the subjects.

The inventory contains some statements of attitudes towards teaching profession. With some of them you will agree and with others you will disagree. Your degree of statement of disagreement may also differ from statement to statement.

Kindly indicate your opinion about each statement by putting a tick mark (✓) in any one of the 5 columns against the given statement in the following manner :

- (1) In the column "Strongly agree" if you agree with the statement strongly.
- (2) In the column "Agree" if you just agree with the statement.

- (3) In the column 'Undecided' if you are unable to make up your opinion about the statement.
- (4) In the column 'Disagree' if you just disagree with the statement, and
- (5) In the column 'Strongly disagree' if you disagree with the statement strongly.

The utility of this research tool is to be determined by the validity of your responses. We therefore appeal to you to give your true feelings about each statement and oblige.

Your opinion will be kept confidential and used for research only.

SCORING

The scoring scheme was as follows :

To each response marked under 'strongly agreed', a score of 4 (four), to each response marked under 'Agree', a score of 3 (three), to each response marked under 'undecided', a score of 2 (two), to each response marked under 'Dis-agree', a score of 1 (one), and to each response marked under 'Strongly disagree' a score of zero to each response. This was done for positive or favourable statements. For unfavourable statements on the other hand, the scoring system is reversed. The strongly disagreed was given the score of 4 (four) and **strongly** agreed response the score of ^{zero} () only.

TABLE No-2

(ATTITUDE SCORES OF 100 TEACHERS)

Sl. No.	Name of Teacher	Attitude Score	Serially	Name of Teacher	Attitude Score
1	Mr. RAN JI LAL	235	35	Mr. SHANKAR PAL SINGH	266
2	Mr. NEM SINGH	300	36	Mr. VIMAL KUMAR JAIN	218
3	Mr. KUNWAR PAL SINGH	188	37	Mr. RAMESH CHANDRA YADAVA	287
4	Mr. MUNDA SINGH	214	38	Mr. SHAUDAN SINGH	260
5	Mr. BUDHRA PAL SINGH	219	39	Mr. MEHD YUSUF KHAN	277
6	Mr. SATENDRA DABU SHARMA	240	40	Mr. SAHAB SINGH	279
7	Mr. KALLU SINGH KUSHWAHA	220	41	Mr. NETERA PAL	211
8	Mr. JAY PRAKASH	262	42	Mr. MADHU SODHAN SHARMA	331
9	Mr. BASHEER AHMAD	214	43	Mr. PRITPA SHARMA	281
10	Mr. TRISHNA KUMARI	206	44	Mr. MEERA SAKENA	246
11	Mr. HUKIM SINGH	252	45	Mr. VIMLESH SHARMA	200
12	Mr. RAM PRASAD	219	46	Mr. MOHD. ABDUL HANIF	305
13	Mr. RAMENDRA SINGH SOLANKI	256	47	Mr. SARLA KUMARI	211
14	Mr. KASIM ALI	252	48	Mr. SAVTRI DEV BHATTNAGAR	274
15	Mr. SHARIF ALI KHAN	218	49	Mr. HUSNE-JAHAN JAFRI	269
16	Mr. NARAYAN CHAUHAN	245	50	Mr. RAMVIR SHARMA	314
17	Mr. GANU SHANKAR GARG	241	51	Mr. RAMESH CHANDRA GUPT	302
18	Mr. BAL KRISHAN SHARMA	232	52	Mr. CHATTAR SINGH	270
19	Mr. RADHEY SHYAM	244	53	Mr. SAMBIR AHMAD	246
20	Mr. DURGA PAL SINGH	254	54	Mr. SHAFIQ MOHD. KHAN	202
21	Mr. ATAR SINGH	252	55	Mr. LIAGUFT ALI KHAN	238
22	Mr. MANVIR SINGH	254	56	Mr. CHUNNI SINGH PUNDHIR	250
23	Mr. CHANDRA PAL	247	57	Mr. AHMAD HUSSAIN	218
24	Mr. SHEENA BEGUM	273	58	Mr. SARDAR ALI	255
25	Mr. SHARINA BE	217	59	Mr. POORNIMA SAXENA	225
26	Mr. LAKSHMI NARAYAN SHARMA	255	60	Mr. USHA RANI SHARMA	109
27	Mr. KRMLESH	240	61	Mr. SARSHI BALA SAXENA	202
28	Mr. GEETA DEW	198	62	Mr. HUKAM SINGH PUNDHIR	205
29	Mr. SARLB DEVI	194	63	Mr. BEENA DEVI	190
30	Mr. SHANTRA ARORA	246	64	Mr. SAVTRI VARSHNEY	201
31	Mr. USHA DEVI	258	65	Mr. MITHALESH KUMARI	216
32	Mr. REKHA PRTHAK	250	66	Mr. RAM DEVI GUPTA	186
33	Mr. GEETA RANI	251	67	Mr. SUNITA KULSHRESHTHA	224
34	Mr. ABDUL HASAN ANSARI	251	68	Mr. RESAL SINGH	224
35	Mr. SURENDRA KUMAR SHARMA	252	69	Mr. MANESH KUMAR	261
36	Mr. DINESH KUMAR SHARMA	268	70	Mr. INDRAVIR SINGH YADAVA	287
37	Mr. PREM SHANKAR SHARMA	232	71	Mr. RAJENDRA SHANKAR VERMA	256
38	Mr. SHARMA PRAVEEN	242	72	Mr. DINESH KUMAR SHARMA	268
39	Mr. KASHNA KUMARI	208	73	Mr. PREM SHANKAR SHARMA	232
40	Mr. URMILA GUPTA	237	74	Mr. SHARMA PRAVEEN	242
41	Mr. SAYED NAZIR ALI	184	75	Mr. KASHNA KUMARI	208
42	Mr. MOHD. MUSTAFA ALI GURESH	272	76	Mr. URMILA GUPTA	237
43	Mr. JAMUNA PRASAD SHARMA	184	77	Mr. SAYED NAZIR ALI	184
44	Mr. MOHD. SHARIF	281	78	Mr. MOHD. MUSTAFA ALI GURESH	272
45	Mr. RADHEY SHYAM PUNDIR	257	79	Mr. JAMUNA PRASAD SHARMA	184
46	Mr. CHIRANTI LAL YADAVA	262	80	Mr. MOHD. SHARIF	281
47	Mr. MANORAMA SHARMA	248	81	Mr. RADHEY SHYAM PUNDIR	257
48	Mr. SARLA DARGAR	304	82	Mr. CHIRANTI LAL YADAVA	262
49	Mr. CHET RAM	205	83	Mr. MANORAMA SHARMA	248
50	Mr. SANTOSH KUMARI	219	84	Mr. SARLA DARGAR	304
51	Mr. BRAT RANI VERMA	208	85	Mr. CHET RAM	205
52	Mr. CHANDRAWATI GUPTA	247	86	Mr. SANTOSH KUMARI	219
53	Mr. RAMNIWAS SHARMA	262	87	Mr. BRAT RANI VERMA	208
54	Mr. RITA RAM	262	88	Mr. CHANDRAWATI GUPTA	247
55	Mr. GEETAM SINGH VERMA	266	89	Mr. RAMNIWAS SHARMA	262
56	Mr. RAJ KUMAR	239	90	Mr. RITA RAM	262
57	Mr. RAJESH JI	237	91	Mr. GEETAM SINGH VERMA	266
58	Mr. BANKEY LAL	196	92	Mr. RAJ KUMAR	239
59	Mr. SATISH CHANDRA SHARMA	248	93	Mr. RAJESH JI	237
60	Mr. OM PRAKASH PRTHAK	238	94	Mr. BANKEY LAL	196
61	Mr. RAKESH KUMAR SHARMA	243	95	Mr. SATISH CHANDRA SHARMA	248
62	Mr. DALWEER SINGH	254	96	Mr. OM PRAKASH PRTHAK	238
63	Mr. SATYA PRAKASH SHARMA	247	97	Mr. RAKESH KUMAR SHARMA	243
64			98	Mr. DALWEER SINGH	254
65			99	Mr. SATYA PRAKASH SHARMA	247
66			100		

This table shows that the attitude score secured by the 100 teachers of primary school is is written above their names.

TABULATION

After scoring of the attitude of primary teachers, the data collected were tabulated according to the five factors taken into study. They are as follow :

- (1) Attitude scores-sexwise.
- (2) Attitude scores-qualification-wise
- (3) Attitude scores-experience-wise
- (4) Attitude scores-salary-wise
- (5) Attitude scores-teachers training-wise.

(Tables for these factors are given below):

TABLE - 3

RAW ATTITUDE SCORES (SEX-WISE)

MALE		MALE		FEMALE	
S.No.	Attitude Scores	S.No.	Attitude Scores	S.No.	Attitude Scores
1	248	35	302	1	206
2	300	36	270	2	273
3	188	37	246	3	217
4	244	38	202	4	240
5	219	39	238	5	244
6	240	40	239	6	198
7	234	41	218	7	194
8	282	42	255	8	246
9	244	43	203	9	258
10	252	44	224	10	250
11	269	45	252	11	281
12	256	46	281	12	246
13	252	47	287	13	200
14	218	48	256	14	211
15	245	49	268	15	274
16	241	50	232	16	269
17	236	51	184	17	226
18	244	52	272	18	189
19	254	53	184	19	236
20	252	54	221	20	199
21	254	55	257	21	221
22	247	56	262	22	209
23	255	57	304	23	216
24	224	58	247	24	186
25	266	59	262	25	242
26	218	60	286	26	208
27	227	61	239	27	237
28	269	62	237	28	262
29	277	63	196	29	248
30	279	64	248	30	205
31	211	65	238	31	219
32	331	66	243	32	208
33	303	67	254		
34	314	68	247		

RAW ATTITUDE SCORES (QUALIFICATION-WISE)

S.No.	MATRIC	S.No.	INTER	S.No.	GRADUATES	S.N.	POSTGRADUATE
1	248	1	188	1	300	1	218
2	219	2	234	2	244	2	269
3	282	3	206	3	240	3	218
4	244	4	252	4	256	4	209
5	269	5	245	5	252	5	252
6	244	6	241	6	273	6	232
7	254	7	236	7	194	7	237
8	254	8	252	8	246	8	219
9	247	9	240	9	258	9	286
10	217	10	244	10	281	10	239
11	255	11	250	11	239		
12	198	12	224	12	255		
13	266	13	218	13	226		
14	277	14	227	14	236		
15	279	15	269	15	199		
16	211	16	314	16	186		
17	331	17	302	17	281		
18	246	18	270	18	287		
19	200	19	202	19	268		
20	303	20	189	20	242		
21	211	21	221	21	184		
22	274	22	224	22	248		
23	246	23	272	23	238		
24	238	24	257	24	243		
25	203	25	247				
26	216	26	262				
27	256	27	237				
28	208	28	196				
29	184	29	254				
30	221	30	247				
31	262						
32	262						
33	248						
34	304						
35	205						
36	208						

TABLE - 5

RAW ATTITUDE SCORES (EXPERIENCE-WISE)

S.No.	0-5 Years	S.No.	6-10 years	S.No.	11-15 years	S.N.	Above 15 yrs.
1	248	1	244	1	219	1	244
2	300	2	252	2	252	2	244
3	188	3	245	3	269	3	254
4	240	4	247	4	256	4	254
5	234	5	273	5	218	5	255
6	282	6	217	6	241	6	266
7	206	7	246	7	236	7	279
8	240	8	224	8	252	8	211
9	244	9	269	9	218	9	331
10	198	10	277	10	281	10	302
11	194	11	211	11	246	11	270
12	258	12	269	12	200	12	246
13	250	13	202	13	274	13	238
14	227	14	239	14	314	14	203
15	303	15	218	15	255	15	216
16	226	16	236	16	232	16	208
17	189	17	221	17	237	17	184
18	199	18	287	18	257	18	221
19	209	19	242	19	262	19	262
20	186	20	184	20	248	20	304
21	224	21	272	21	205		
22	252	22	208	22	219		
23	281	23	286	23	247		
24	256	24	238				
25	268	25	254				
26	262						
27	239						
28	237						
29	196						
30	248						
31	243						
32	247						

TABLE - 6

RAW ATTITUDE SCORES (SALARY-WISE)

S.N. Upto Rs.150	S.N. 150-300	S.N. 300-400	S. Above 400	S. Above 400					
1	219	1	188	1	300	1	248	30	211
2	240	2	244	2	282	2	244	31	274
3	234	3	227	3	217	3	206	32	269
4	240	4	269	4	202	4	252	33	314
5	244	5	189	5	238	5	269	34	302
6	198	6	236	6	239	6	256	35	270
7	194	7	203	7	224	7	252	36	246
8	246	8	287	8	252	8	218	37	218
9	258	9	256	9	218	9	245	38	255
10	250	10	248	10	268	10	241	39	232
11	226	11	238	11	242	11	236	40	237
12	199	12	243	12	208	12	244	41	272
13	221	13	254	13	184	13	254	42	184
14	209	14	247	14	208	14	252	43	221
15	216	15	296			15	254	44	257
16	186					16	247	45	262
17	239					17	273	46	262
18	237					18	255	47	248
19	196					19	224	48	304
						20	266	49	205
						21	218	50	219
						22	277	51	247
						23	279	52	262
						24	211		
						25	331		
						26	281		
						27	246		
						28	200		
						29	303		

RAW ATTITUDE SCORES (TEACHERS TRAINING-WISE)

S.No. .	TRAINED	S.No. .	TRAINED	S.No. .	TRAINED	S.No. .	UNTRAINED
1	248	31	211	61	242	1	219
2	300	32	331	62	208	2	240
3	188	33	281	63	237	3	234
4	244	34	246	64	186	4	240
5	282	35	200	65	272	5	244
6	244	36	303	66	184	6	196
7	206	37	211	67	221	7	258
8	252	38	274	68	257	8	250
9	269	39	269	69	262	9	227
10	256	40	314	70	262	10	269
11	252	41	302	71	248	11	226
12	218	42	270	72	304	12	199
13	245	43	246	73	205	13	221
14	241	44	202	74	219	14	186
15	236	45	238	75	208	15	239
16	244	46	239	76	247	16	196
17	254	47	218	77	262	17	248
18	252	48	255	78	286	18	238
19	254	49	189	79	237	19	243
20	247	50	236			20	247
21	273	51	203			21	254
22	217	52	209				
23	255	53	216				
24	198	54	224				
25	246	55	252				
26	224	56	281				
27	266	57	287				
28	218	58	256				
29	277	59	268				
30	279	60	232				

STATISTICAL TECHNIQUES

The primary purpose was to compare the attitudes of the teachers of the following categories :

- (i) Teachers of different sex.
- (ii) Teachers of different educational qualifications.
- (iii) Teachers of different teaching experiences.
- (iv) Teachers receiving different amount of salaries.
- (v) Trained and untrained teachers.

In order to achieve this purpose of scores of various categories of teachers were computed. These means were then compared by using 't' test technique. The formulae of calculation required determining the standard deviation of the groups and standard errors of the difference between the means. These statistics were calculated by using the following formulae :-

* (Simple draw from the population with same mean)

$$t = \frac{\bar{x} - \bar{y}}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \sim (n_1 + n_2 - 2)$$

$$t = \frac{\bar{x} - \bar{y}}{\sqrt{(s)^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \sim t (n_1 + n_2 - 2)$$

$$t = \frac{\bar{d}}{s / \sqrt{n}} \sim (n-1) \text{ df. } \bar{d} = \frac{1}{n} \sum_{i=1}^n d_i$$

$$s^2 = \frac{1}{n-1} \sum_{i=1}^n (d_i - \bar{d})^2$$

$$s^2 = \frac{(n_1-1) s_1^2 + (n_2-1) s_2^2}{n_1 + n_2 - 2}$$

$$t = \frac{\bar{x} - \bar{y}}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \sim t = n_1 + n_2 - 2$$

ANALYSIS OF THE DATA

The data regarding attitudes of the primary teachers was analysed and result drawn. These results were used to study the tenability of the hypotheses that were set up by investigator in chapter Ist.

SEX-WISE COMPARISON

Hypothesis No. 1 : There is not a significant difference in the attitudes of male and female primary schools teachers towards teaching profession. As the table No.8 shows :

TABLE 8 (Sex-wise comparison)

Basis	Numbers	Mean Scores	S.D.	't' value	Difference Signi/Not
Male	68	249.22	30.08	3.31	
Female	32	27.103	27.103	calculate at 5 %	S

The table shows that the 68 male teachers have 249.22 as mean scores where as 32 female teachers have their mean scores as 27.103. And the S.D. (Standard deviation) for 68 male teachers is 30.08, and for 32 female teachers it is 27.103. The 't' value calculated for these is 3.31 at 5%. So the difference of 68 male and 32 female teachers towards their profession is significant which the table shows by the

letter 'S'. It means that there is significant difference in the attitude of male and female Primary School Teachers towards teaching difference. The hypothesis is rejected.

QUALIFICATION-WISE COMPARISON

Hypothesis No. 2 :- is that⁶⁶ there is no significant difference in the attitude of Primary school Teachers on account of possessing their educational qualifications.' Table No. 9 shows :

TABLE-9 (QUALIFICATION-WISE COMPARISON)

S.No.	Basis	Number	Mean Scores	S.D.
A	Matric	36	244.16	33.766
B	Inter	30	240.66	29.359
C	Graduate	24	244.83	30.664
D	Post-graduate	10	237.90	24.722

The table show that for the group A (Matric) which has 36 teachers in number has its mean score as 244.16 and S.D. 33.766. In group 'B' (Inter) there are 30 teachers in number, the mean score is 240.66 and S.D. is 29.359. In group no.'C' (Graduate) which has 24 teachers has its mean 244.83 and S.D. 30.664. And in the last group D (Post-graduate) which has 10

teachers in number has the mean 237.90 and S.D. 24.722.

Where as the 't' value for all the groups are as follows :

't' value for A and B = 0.2397 -- N.S.

" " " A and C = 0.0797 -- N.S.

" " " A and D = 0.5574 -- N.S.

" " " B and C = 0.5182 -- N.S.

" " " B and D = 0.7374 -- N.S.

" " " C and D = 0.0718 -- N.S.

The 't' values have been calculated at 5% by law of simple draw from the population with same mean.

Since all the 't' values have been found not significant. It means that there is no significant difference in the attitude of Primary School Teachers on account of possessing their educational qualification.

Thus the hypothesis is accepted.

EXPERIENCE-WISE COMPARISON

Hypothesis No.3 : is that "there is no significance difference in the attitudes of primary school teachers towards teaching profession on the basis of their length of experience as a teacher. The table shows :

TABLE NO. - 10 (EXPERIENCE-WISE COMPARISON)

S.No.	Basis	Nos.	Mean Scores	S.D.
	Years			
A	0 -- 5	32	237.062	32.159
B	6 -- 10	25	242.44	27.314
C	11 -- 15	23	245.13	26.115
D	Above- 15	20	249.6	36.960

The group A has teachers who possess 0 - 5 years of teaching experience. The number of such teachers in the sample is 32. The mean scores is 237.062 where as the S.D. is 32.159. 25 teachers belong to group 'B' who possess 6 - 10 years of teaching experience. Their mean score is 242.44, where as S.D. is 27.314. The group 'C' has teachers who possess 11 - 15 years of teaching experience. Their mean score is 245.13, where as the S.D. is 26.115. And the last group D has such teachers who have 15 years or more teaching experience. Their mean score and S.D. are as 249.6, 36.960 respectively.

The 't' values for all the groups are as follow :

't' value for A and B = 0.6805 --- N.S.

" " " A and C = 1.0089 --- N.S.

" " " A and D = 1.31695 -- N.S.

" " " B and C = 0.35557 -- N.S.

't' values for B and D = 0.76447 --- N.S.

" " " C and D = 0.0605 --- N.S.

The 't' values have been calculated at 5% by law of samples draw from the population with the same mean. The 't' for A (0 to 5) years of experience and B (6 to 10) years of experience is = 0.6805. And for the other group C (11 to 15) years of experience and D (Above - 15) years of experience is = 0.0605. So there is no significant difference on the basis of their length of experience as a teacher.

Thus the hypothesis is accented.

SALARY-WISE COMPARISON

Hypothesis No. 4 : is that "there is no significant difference in the attitude of primary school teachers towards teaching profession on the basis of salaries drawn by them.

TABLE - 11 (SALARY-WISE COMPARISON)

S.No.	Basis Rs.	Nos.	Mean scores	S.D.
A	upto 150	19	223.78	21.701
B	150 - 300	15	241	30.004
C	300 - 400	14	238.92	84.394
D	Above-400	52	251.01	29.860

There are 4 groups of salaries. Group A consists of those teachers who get salary upto Rs. 150/-, Group B of those who get salary more than Rs. 150/- but not more than Rs. 300/-, Group C of those who get more than Rs. 300/- but not more than Rs. 400/-, Group D of those who get salary above Rs. 400/-.

Under the Group A there are 19 teachers whose mean and S.D. are as 223.78 and 21.70 respectively. In Group B there are 15 teachers whose mean and S.D. are 241 and 30.004 respectively. In Group C there are 14 teachers whose mean and S.D. are 238.92 and 84.394 respectively. And in the last Group D there are 52 teachers whose mean and S.D. are as : 251.01 and 29.860 respectively.

The 't' values for all the groups are as follows :

't'	value for	A and B	= 0.422	--- N.S.
"	"	" A and C	= 0.7767	---
"	"	" A and D	= 0.12067	-- N.S.
"	"	" B and C	= 0.0929	--- N.S.
"	"	" B and D	= 1.1601	--- N.S.
"	"	" C and D	= 0.8779	--- N.S.

The 't' value for all the groups have been calculated at 5% law of samples draw from the population with the same mean. The 't' for A (Rs. utp - 150) and B (Rs. 150 - 300) is 0.222, where as in the case of C (Rs. 300 - 400) and D (Rs. Above 400) is 0.8779. So there is no significance

difference on the basis of salaries amongst the groups A, B, C and D.

Thus the hypothesis is accepted.

TEACHER'S TRAINING- WISE COMPARISON

Hypothesis No.-> : There is no significant difference in the attitude of trained and untrained primary school teachers towards their teaching profession.

TABLE - 12 (TEACHER'S TRAINING- WISE COMPARISON)

Basis	Nos.	Mean scores	S.D.	't' value	Dif. signi/not
Trained	79	245.50	31.865	Calculated	
Untrained	21	232.00	22.485	t = 0.997 at 5 % level of signi- ficance is = 1.96	S

Calculated 't' value = 0.997

In the table - 12, there are 79 trained primary school teachers whose mean and S.D. are as 245.50 and 31.865 respectively and there are 21 untrained primary school teachers whose mean and S.D. are as : 232.00 and 22.485 respectively.

The 't' value has been calculated at 5%, where as the level of significance is = 1.96. The investigator found a significant difference in the attitudes scores of primary school teachers on the basis of trained and untrained.

Thus the hypothesis is rejected.

CHAPTER IV

FINDINGS AND SUGGESTIONS

FINDINGS

The researcher has reached the following findings on the basis of his investigation :

1. There is a significant difference in the attitudes of male and female primary school teachers towards teaching profession.
2. There is no significant difference in the attitudes of primary school teachers on account of possessing their educational qualification.
3. There is no significant difference in the attitudes of primary school teachers towards teaching profession on the basis of their length of experience as a teacher.
4. There is no significant difference in the attitudes of primary school teachers towards teaching profession on the basis of salaries drawn by them.
5. There is a significant difference in the attitudes of trained and untrained primary school teachers towards their teaching profession.

Thus in the present study the investigator observes that there is a significant difference in two out of five factors taken into study. These two factors are :

1. Sex-wise comparison of the primary school teacher's and
2. Training-wise comparison of the primary school teacher's.

But the three factors are those whose difference are not significant. They are :

1. Qualification-wise comparison of the primary school teachers.
2. Experience-wise comparison of the primary school teachers.
3. Salary-wise comparison of the primary school teachers.

However the investigator feels that if the attitude inventory is administered on five hundred and more primary teachers instead of only one hundred, the result or the difference on the basis of qualification, experience and salary may come out significant. It is the feeling of the investigator there were a less number of respondents, so the result of difference on the basis of these three factors (qualification, experience, and salary) are not significant. There are such observations of the investigator that they need verification by future researches.

SUGGESTIONS

Attitudes constitute the main source of indication of the individual. If individual has favourable attitude towards a certain activity he will concentrate his efforts as to achieve success in that activity. But more than that he will derive satisfaction and pleasure from that activity. When applied to teaching a teacher will put his heart and soul in his work, if he has favourable attitude towards teaching.

Selection should also be made on the basis of attitude tests. The candidates found to have poor attitudes towards teaching should be rejected.

Attitudes are changeable in schools. Nothing should be done which may develop negative attitude among the teachers towards the job. To those who have low attitudes, diagnostic test should be given and reasons identified. The premises of the school should be kept neat and tidy and physical facilities must be fully provided to the teachers so that they may feel attracted towards teaching profession. Again variety should be introduced in teachers' work through a provision of various types of teaching aids. More over the interpersonal relationship should be developed.

Lastly teacher should not be over loaded with instructional work because undue burden also affects morale and attitudes of the teacher.

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निर्देश

प्रस्तुत सूची में ६० कथन हैं जिनका उद्देश्य अध्यापकों को व्यवसाय सम्बन्धी अभिवृत्तियों को ज्ञात करना है। इन कथनों के कोई पूर्व निर्धारित सही या गलत उत्तर नहीं हैं, इसके द्वारा केवल यह जानने का प्रयास किया जा रहा है कि इनके प्रति आपके व्यक्तिगत विचार क्या हैं। प्रत्येक कथन को पढ़िये तथा निर्णय कीजिए कि आपका उसके सम्बन्ध में क्या विचार था अनुमन है। ऐसा करने के लिए आपको उत्तर पत्र में दिये गये पांच स्तंभों में से किसी एक पर सही का चिन्ह (✓) अंकित करना है। यदि आप कथन से पूर्ण सहमत हैं तो उस कथन के क्रम नं० के सामने पहले स्थाने () में यदि असहमत हैं तो दूसरे स्थाने () में, यदि अनिश्चित या द्विविधा में हों तो तीसरे स्थाने () में, यदि असहमत हों तो चौथे स्थाने () में तथा यदि पूर्ण असहमत हों तो पांचवें स्थाने () में सही का चिन्ह अंकित कर देंगे।

उत्तर देते समय किसी विशेष परिस्थिति का ख्याल न करते हुए सामान्य परिस्थिति के सम्बन्ध में सोचें। यद्यपि समय का कोई प्रतिबन्ध नहीं है फिर भी जितना सम्भव हो शीघ्र कार्य करें।

कृपया प्रत्येक कथन का प्रत्युत्तर दीजिएगा।

अनुसूत रऊक

१- यदि कालेज में प्रवेश पाने योग्य मेरा
बुत्र होता, तो मैं उसे अध्यापक बनने
के लिए प्रोत्साहित करता ।

() () () () ()

() () () () ()

२- कक्षा में श्मशान(कब्रिस्तान) की सी
मान्ति नहीं होनी चाहिए ।

() () () () ()

३- अध्यापक को छात्रों के व्यवहार पर
ध्यान देना चाहिए।

() () () () ()

४- कक्षा में प्रश्न पूछने के लिए स्वतन्त्रता
न होने से छात्र जाधक परिपक्व करते
हैं।

() () () () ()

५- छात्र सामान्यतः निष्ठावान होते
हैं।

() () () () ()

६- अध्यापक प्रत्येक व्यक्ति का आदर
करता है।

() () () () ()

७- छात्रों की वैयक्तिक विभिन्नता पर

अधिक ध्यान नहीं दिया जाना चाहिए।

() () () () ()

८- अध्यापन द्वारा व्यक्तित्व और चरित्र
का विकास होता है।

() () () () ()

९- कक्षा की पढाई छात्रों को अनुशासित
बनाती है।

() () () () ()

१०- छात्रों को अपनी इच्छानुसार सीखने
की स्वतन्त्रता नहीं होनी चाहिए।

() () () () ()

११- कक्षा में छात्रों को अपने विचार
प्रकट करने की स्वतन्त्रता होनी
चाहिए ।

() () () () ()

१२- अध्यापक अपनी बात कहने के लिए
स्वतन्त्र नहीं है।

() () () () ()

१३- जो व्यक्ति अन्य व्यक्तियों में
वसकला होते हैं वे ही प्रायः
अध्यापक बन जाते हैं।

() () () () ()

पूर्ण सक्षत सक्षत अनिश्चित असक्षत पूर्ण
असक्षत

१४- कक्षा में अध्यापन कार्य सरल

ही जाता है।

() () () () ()

१५- छात्र दण्ड की अपेक्षा प्यार से

अधिक सीखते हैं।

() () () () ()

१६- छात्रों को कक्षा में लज्जित नहीं

करना चाहिए।

() () () () ()

१७- कक्षा-शिक्षण से सामाजिक

वातावरण उत्पन्न होता है।

() () () () ()

१८- छात्र एक दूसरे से हिलमिल कर नहीं

रहते हैं।

() () () () ()

१९- जब कोई व्यक्ति किसी अध्यापक

को देखता है तो उसे उस पर हँसी

आती है।

() () () () ()

२०- कोई भी व्यवसाय अध्यापन से श्रेष्ठ

नहीं है।

() () () () ()

२१- छात्र क्रिया द्वारा सर्वाधिक सीखते

हैं।

() () () () ()

२२- आजकल छात्र अध्यापकों का कहना

नहीं मानते हैं।

() () () () ()

२३- अध्यापक की बातों पर सभी लोग

ध्यान देते हैं।

() () () () ()

२४- अध्यापक शैली ग्यारों वाले होते

हैं।

() () () () ()

२५- विद्यालय में छात्र अंध नहीं होना

चाहिए।

() () () () ()

२६- अध्यापक राष्ट्र के नैतिक मानकों

का निर्धारण नहीं करते हैं।

() () () () ()

२७- छात्रों का स्वास्थ्य विद्यालय का एक

महत्वपूर्ण दायित्व है।

() () () () ()

२८- पढ़ाने की एक ही विधि सभी छात्रों

- २९- छात्र केवल विद्यालय में ही अनुशासन का ध्यान रखते हैं। () () () () ()
- ३०- अधिकांश अध्यापक लात्मी होते हैं। () () () () ()
- ३१- राष्ट्रीय समस्याओं के प्रति छात्र सामान्यतः उदासीन रहते हैं। () () () () ()
- ३२- शारीरिक कार्यों से छात्रों में सहयोग की भावना उत्पन्न नहीं होती है। () () () () ()
- ३३- अध्यापन व्यवसाय का भविष्य उज्ज्वल है। () () () () ()
- ३४- अध्यापन व्यवसाय केवल आरम्भ में ही रोचक लगता है। () () () () ()
- ३५- कक्षा अध्यापन से प्रायः तीव्र और प्रतिभाशाली छात्रों की हानि होती है। () () () () ()
- ३६- विद्यालय के आस पास के वातावरण का सीढ़ने की प्रक्रिया पर प्रभाव पड़ता है। () () () () ()
- ३७- छात्रों को विचारों की स्वतन्त्रता देने चाहिए। () () () () ()
- ३८- कक्षा अध्यापन से छात्रों में आत्म-विश्वास की भावना उत्पन्न नहीं होती है। () () () () ()
- ३९- शंका समाधान न होने पर छात्र असन्तुष्ट रहते हैं। () () () () ()
- ४०- लोग अध्यापकों को नीची मर से नहीं देखते हैं। () () () () ()
- ४१- मुझे यह कहने में गर्व होता है कि मैं अध्यापन व्यवसाय में हूँ। () () () () ()

82- कक्षा अध्यापन छात्रों को परस्पर
भाव कराने के लिए प्रेरित करता
है।

() () () () ()

83- छात्रों की विशेष योग्यता पर ध्यान
न देने से उनको प्रतिभा क्षिपी रहती
है।

() () () () ()

84- छात्रों को अध्यापक से आज्ञा लेकर ही
कक्षा में प्रवेश करना चाहिए।

() () () () ()

85- अध्यापक विनोदी स्वभाव के नहीं
होते।

() () () () ()

86- अध्यापन व्यवसाय में लाभ की अपेक्षा
हानियाँ अधिक हैं।

() () () () ()

87- कक्षा अध्यापन से सीखने की इच्छा प्रबल
होती है।

() () () () ()

88- मैंने कबल माता पिता की इच्छा को
कारण ही अध्यापन-व्यवसाय
अपनाया है।

() () () () ()

89- छात्रों के लिए पुस्तकें सर्वोपरि नहीं
हैं।

() () () () ()

90- छात्र सभी अच्छे नागरिक बन सकते
हैं, जब अध्यापक अच्छे अध्यापक
हों।

() () () () ()

91- जब कभी शराती छात्र पीटे जाते
हैं, मुझे अच्छा लगता है।

() () () () ()

92- कक्षा के अनुसार कार्य करने वाले
व्यक्ति में अध्यापक के गुण होते
हैं।

() () () () ()

93- कक्षा अध्यापन में परिदर्शन की आवश्यकता
है।

() () () () ()

५४- छात्रों द्वारा किये गये विभिन्न कार्यों का उनके अन्तिम मूल्यांकन में कोई स्थान नहीं होना चाहिए ।

() () () () ()

५५- सीखने के लिए छात्र और अध्यापक में अच्छे सम्बन्धों का होना जरूरी है।

() () () () ()

५६- कक्षा में छात्रों को प्रश्न पूछने की छूट नहीं होनी चाहिए ।

() () () () ()

५७- अध्यापक प्रखर बुद्धिवाले छात्रों को संतुष्ट नहीं कर पाते हैं।

() () () () ()

५८- छात्र परीक्षा में पास होने के लिए कुछ भी कर सकते हैं ।

() () () () ()

५९- कक्षा अध्यापन में अध्यापक और छात्रों के बीच एक दूरी रहती है।

() () () () ()

६०- अध्यापन व्यवसाय में रहना अभिशाप है।

() () () () ()

६१- कक्षा अध्यापन में पीछे बैठने वालों पर उचित ध्यान नहीं दिया जाता ।

() () () () ()

६२- यह अच्छा है कि अब छात्रों की अभिरुचि को महत्व दिया जाता है।

() () () () ()

६३- पुराने समय की अध्यापन विधियां आज की विधियां से अच्छी थीं ।

() () () () ()

६४- गृह-कार्य देते समय छात्रों की योग्यता का ध्यान रखना

पूर्ण सक्षम सक्षम अनिश्चित असक्षम पूर्ण
असक्षम

६५- कक्षा अध्यापन में विद्यार्थी का स्थान

प्रमुख नहीं होना चाहिए । () () () () ()

६६- अध्यापन बहुत ही प्रेरणाप्रद
व्यवसाय है।

() () () () ()

६७- कक्षा में अध्यापक के पाठ दुहराने
से कमजोर छात्रों को अधिक लाभ
होता है।

() () () () ()

६८- वह व्यक्ति जो छात्रों को शारी-
रिक दण्ड नहीं देता है अयोग्य
अध्यापक है।

() () () () ()

६९- किसी व्यक्ति को अपने जीवन में
अध्यापक बनने का स्वप्न भी नहीं
देखना चाहिए ।

() () () () ()

७०- छात्र प्रायः कक्षा में मूर्खतापूर्ण
बातें करते हैं।

() () () () ()

७१- जब अध्यापक और विद्यार्थी के बीच
भिन्नता और उत्साहपूर्ण सम्बन्ध
होते हैं सीखने के लिए अच्छी स्थिति
उत्पन्न हो जाती है।

() () () () ()

७२- अध्यापन व्यवसाय लोगों को
आलसी बनाता है।

() () () () ()

७३- कक्षा अध्यापन छात्र-केंद्रित न
होकर पुस्तक केंद्रित होता
है ।

() () () () ()

७४- छात्रों को उनकी प्रगति से सूचित
रखना उनके सीखने पर कोई प्रभाव

७५- अध्यापक को छात्रों के लिए

पाठ रोचक नहीं बनाना चाहिए । () () () () ()

७६- एक अच्छे शिक्षक को चित्र, मानचित्र,

रेखाचित्र इत्यादि की कोई आवश्यकता

नहीं होती है।

७७- अधिकांश छात्र अध्यापकों का आदर

नहीं करते हैं। () () () () ()

७८- अध्यापन अध्यापक को थका

देता है। () () () () ()

७९- अध्यापन व्यवसाय मानवता की

सेवा का एक अच्छा माध्यम

नहीं है। () () () () ()

८०- हमें पाठ्यक्रम को छात्र की योग्यता

के अनुसार बनाना चाहिए न कि

छात्र को पाठ्यक्रम के अनुसार । () () () () ()

८१- छात्र विद्यालय के साफ और

आकर्षक वातावरण में सर्व

अनुभव करते हैं। () () () () ()

८२- छात्रों को अध्यापक के कथन से

अपनी असहमति व्यक्त करने का

अधिकार होना चाहिए । () () () () ()

८३- आधुनिक शालाओं की एक कठि-

नाई यह है कि छात्रों की रुचियाँ

के लिए प्रायः अनुशासन की बलि

दी जाती है। () () () () ()

८४- कक्षा अध्यापन में क्रिया द्वारा

सीखने के नियम को कार्यान्वित

नहीं किया जा सकता । () () () () ()

८५- मैं अध्यापन के अलावा कोई दूसरा

व्यवसाय नहीं चुनूंगा ।

() () () () ()

८६- यदि मुझे कोई अन्य नौकरी मिल जाती

तो मैं अध्यापन व्यवसाय नहीं अव-

नाता ।

() () () () ()

८७- अध्यापकों को रात्रों से व्यवहार

करने में कठोर नहीं होना चाहिए।

() () () () ()

८८- अध्यापक राष्ट्र के नेता है।

() () () () ()

८९- यदि कोई छात्र गृह-कार्य नहीं

समझता है तो यह सामान्यतः

अध्यापक का दोष है।

() () () () ()

९०- अध्यापक का कार्य प्रमुखतः विषय

वस्तु पढ़ाना और समझाना ही

है।

() () () () ()

क्या आपने प्रत्येक कथन का प्रत्युत्तर दिया है ?

कृपया जांच लीजिए ।

धन्यवाद

विवरण

१- अध्यापक का नाम - श्री । श्रीमती । कु० -----

(अ) पद

२- स्कूल का नाम :

(ज) स्कूल कहा स्थापित है : शहरी क्षेत्र
ग्रामीण क्षेत्र

३- स्कूल कक्षा से सहाइता प्राप्त है

सरकार । जिला परिषद् । नगरपालिका । व्यक्तिगत । अथवा किसी
अन्य

४- अध्यापक की आयु

५- गंध्यापक विवाहित है अथवा विवाहिता

६- यदि विवाहित है तो लड़कों की संख्या लड़कियों ()

७- धर्म-

८- मातृ भाषा

६- अध्यापक की शैक्षिक योग्यता

१०- अध्यापक की शैक्षणिक योग्यता

११- शैदिद अनुभव

१२- आय (अ) मासिक आय

(ब) आय के अन्य स्रोत

२३- शैक्षिक योग्यता

(अ) पिता

(ब) माता

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